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ABSTRACT

With the growing demand and the growing need for continuing education programs, there is an accompanying need for establishing, maintaining, transferring, and recognizing a uniform measurement of participation in noncredit continuing education. The proposal seeks to define the circumstances under which noncredit continuing education might lend itself to measurement and documentation in more or less standard terms. Sponsors of organized learning experiences will be encouraged to refer to their programs as continuing education so they can be considered as part of the area of concern. Sponsors will also be encouraged to use continuing education units (CEUs) in their program descriptions. The CEU has many advantages, and standards in its application should be established. Other standards to be considered are adequate descriptions of the continuing education experiences, maintaining records, and assessing qualitatively individual performances. This system would offer a broad range of benefits to individuals, instructors, administrators, institutions, employers, organizations, and government agencies. (AG)

ELEMENTS OF A SYSTEM FOR THE UNIFORM MEASUREMENT OF PARTICIPATION IN CONTINUING EDUCATION

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A. Problem Statement

The body of knowledge is now thought by many to double every ten years. This newly recognized phenomenon suggests that continuing education in both vocational and avocational fields should be pursued diligently by persons in all walks of life. There is no escaping the need for a persistent level of educational effort throughout life, particularly for professionals and socially conscious adults, if they are to maintain the skills and awareness that are essential to understanding the changing frame of reference in which man must learn to work and live.

To compound the problem and the confusion, the great variety of formats and sources of sponsorship through which noncredit continuing education may be obtained do not lend themselves to the easy and natural aggregation of an individual record of participation in response to clear need. Despite the inherent weaknesses resulting from the fragmentation and diversity of continuing education as we know it to exist, we see many signs today of institutions, organizations and individuals seeking to "formalize" informal education. One objective in these programs is to make the pursuit of new knowledge more attractive as a way of personal and professional development. A further expectation of such systematic efforts is to bridge, in total or in part, the "educational gap" that confronts both the general adult and the practicing professional who have been away from formal learning channels for any substantial period of time. Some 30 of these programs, both newly emerging and well established, and under both institutional and organizational sponsorship, have been identified nationally as espousing these objectives.

Three common elements characterize these many examples of burgeoning interest in the recognition of continuing education:

1. There is a broad base of interest in these potentials whether viewed geographically, by educational content, by audience or discipline served, or by the nature of organizational sponsorship.
2. There is a sense of urgency in many of these efforts that suggests the time is now right for a concerted national movement directed to the single objective of recognizing achievement in continuing education.
3. Virtually all programs announced to date for purposes of recognizing participation in continuing education are end-product oriented with very few specifics as to how the level of individual effort is to be quantified, preserved as a transcript record, or transferred and built upon from place to place as the individual progresses through a life-long career. Yet that individual needs to be able to accumulate, update and transfer his record of continuing education throughout life as he faces a succession of hurdles with respect to maintaining proficiency in his chosen line of endeavor. Indeed, the very suggestion of education as a continuous process is often absent in these proposals in which the individual is asked to do no more than achieve a limited objective in a reasonable period of time. Programs with such short-term goals tend to overlook the continuous expansion of knowledge and therefore the everlasting need to learn of new developments on the part of the individual whether he be a concerned general adult or a responsible practitioner of a particular skill or profession.

There is a strong likelihood of further developments in many of these known

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ventures and among other newly evolving programs of a similar nature that are intended to serve a variety of special interest areas; but there is the complementary probability that a number of weak and often incompatible programs -- no matter how well intentioned or supported by their respective interest groups -- are about to be patterened after one or another of the various molds that have been fashioned to date. Thus the time is at hand to unite the forces and interests at all levels of instruction and from all points of view for purposes of establishing, maintaining, transferring and recognizing a uniform measurement of participation in noncredit continuing education.

The several objectives of this proposal are detailed in the outline and discussion that follows. When these several steps are taken by a substantial number of sponsors of continuing education, a new and much needed system for the measurement of participation by individuals in continuing education will be well on its way toward national acceptance. At the same time, the incentives supplied individuals, societies, employers and educational institutions alike will serve to enhance the importance, support and acceptance now accorded noncredit continuing education.

B. Definition of Continuing Education

The task force is concerned with only the noncredit portion of the broader body of knowledge transfer commonly referred to as continuing education. Units of measurement and appropriate opportunities for recognition already exist for those segments of continuing education that are oriented toward a diploma, a skill certificate or a degree. Concern is not manifested in this discussion about the large body of informal education that is carried on by individuals outside of organized channels and without recognizable sponsorship or instruction. This area of one's education includes selective and general reading, exposure to the communications media, travel, films, discussion groups, attendance at meetings, community and social activities, dialogs, exchanges of correspondence, etc.

It is the intent of this proposal to give greater credence to one's education obtained through organized learning experiences that do not, for one reason or another, merit the award of formal credit. Thus we perceive a hierarchy of education consisting of formal education, noncredit continuing education and informal education. It is the middle ground, noncredit continuing education, that lends itself readily to the measurement and documentation in more or less standard terms. This proposal seeks to define the circumstances under which that may be done.

To further the identification and recognition of noncredit continuing education in this context, all institutional and organizational sponsors of organized learning experiences that impart noncredit education to post high school adults will be encouraged to refer to their educational opportunities in all instances as continuing education. This is a simple matter in and of itself, but its importance as a first step lies in the fact that there must be a readily recognizable and reproducible characteristic that defines a substance whenever we propose to identify and measure it for any purpose whatsoever. The consistent use of the terminology "continuing education" to describe noncredit education in organized formats serves the purpose of gathering all of this knowledge transfer of meaningful and purposeful proportions into a common reservoir. Once there, it later may be readily identified, measured, accumulated, transferred and recognized for constructive purposes. These properties of continuing education may be applied equally under the proposed system regardless of format, sponsorship, content, level, audience, purpose, etc., will be developed more fully in the body of this discussion.

C. Definition of the Continuing Education Unit

We have seen that continuing education is the common denominator that describes new knowledge and behavior acquired though organized learning experience that are not immediately or directly applicable to a skill certificate, a license, a diploma,

or a degree. To further the objectives of the national task force, it next becomes necessary for the sponsors of continuing education opportunities to refer to their offerings in terms of continuing education units as derived from the format, content, scope and duration of each continuing education program. These newly defined units will no doubt come to be known variously in time as "c. e. units," "c. e. u.," or, simply, "q."

The continuing education unit is defined as ten hours of participation in an organized continuing education experience under responsible sponsorship and qualified instruction or direction. Notice that course duration, responsible sponsorship and qualified leadership all are implicit in this definition. The unit is to be neither taken nor given lightly.

This unit represents a sufficiently small amount of participation in continuing education that it will be possible for an individual to accumulate a substantial number of them over limited periods of time. This comparatively rapid pace of accumulation of units should provide essential individual incentives and motivation for purposes of fulfilling one's continuing education obligation again and again throughout a forty-year career.

At the same time, the unit avoids the direct recognition of "instructional hours" commonly associated with various training programs involving apprentices, the military, specific job skills, and vocationally oriented programs. This unit of measure compares favorably, on the other hand, with the quarter-hour of credit already established as a minimum, although a significant and acceptable threshold level of learning effort by a post high school student in a formal education program. Thus the unit should earn immediate recognition among educators and the general public alike as a new unit of attractive and manageable proportions when applied to noncredit continuing education.

The c. e. unit has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Included in this system are classes, lectures, workshops, seminars, symposia, institutes, short courses, etc., wherever a ready accounting may be made of organized hours or instruction or participation in a learning situation. Surely a constructive by-product of this development will be the more nearly standard definition of the various formats in continuing education so that their respective knowledge transfers and c. e. units will be more consistent.

Any other measure of educational content based on semesters, trimesters, quarters, etc., whether for credit or noncredit, may also be readily converted into equivalent c. e. u. because of the decimal nature of the matter unit. This convenience makes it possible to describe any continuing education learning experience to the nearest one-tenth unit, as measured initially in contact hours.

Continuing education units may be added simply and directly in their decimal notation without the typical concern about handling common fraction or their proximate sums when working with quarters, thirds and halves of units as is often necessary in other methods of compiling an educational record. This problem of accumulating an educational record in traditional systems is even more aggravated when transferring units between one system and another despite the fact that all have their origin in terms of class hours of participation, the basis of this recommendation.

There are a number of unstructured categories of continuing education, for example, independent study (known variously as home study or correspondence study), assigned reading, theses, term papers, field trips, laboratory exercises, research, report writing, public presentations, demonstrated skills, etc. These learning experiences do not lend themselves to the direct computation of c. e. u. in terms

of hours spent working alone in carrying out the particular assignment to the point that the new knowledge acquired later may be demonstrated in terms of a paper, a presentation or in the form of a report on an experiment. The actual hours of involvement per c. e. u. in these formats might be several times that required in others when under immediate classroom instruction. However, similar distinctions may be found in academic experience where the hours of student effort per hour applicable toward credit may vary by as much as five to one, depending upon the particular subject and learning format.

The University of Wisconsin, for example, has a large program of independent study at both high school and college levels and covering both the credit and continuing education spectra. These courses are so designed at the college level that eight assignments equate to one semester-hour of credit. In a system of 16-week semesters, each assignment in the correspondence study format equates to two hours of classroom participation and a typical four to six hours of outside reading and problem solving. In practice, therefore, a range of six to eight total hours are required for the completion of a single written assignment in the independent study format. This is a factor that the experienced independent study instructor can gauge quite closely in outlining his subject and writing the course syllabus. In the notation of this report, each assignment in the UW mold equals 0.2 c.e.u., although the individual enrolled in this learning format is expected to spend a total of six to eight hours in earning this amount of recognition.

The question then comes to mind, "Why does the typical participant earn full recognition for the hours spent in a two-day conference?" Here the rationale is that he very often brings a background of pertinent experience to that conference and therefore can assimilate related information rapidly without background development. That is, the adult learner can gain a working knowledge in subjects close to his field of employment with less exhaustive detail than the classical student who roaches one new field of study after another as he moves from classroom to classroom. On the other hand, when the adult learner moves into a totally foreign field, s in the example of extending his skill in mathematics, he too will have to spend ime on outside reading assignments and problem solving sessions to acquire mastery f the new subject. These distinctions in the approaches to learning will have to e taken into account by the sponsors of continuing education as they begin to apply he c. e. unit to their offerings.

. Application of the Continuing Education Unit

It should become the policy of all proponents of continuing education to encourage rofessional societies, certificating agencies, recruitment and placement activities, mployers, personnel managers, counsellors, licensing boards, etc., to establish tandards and incentives for personal and professional development. This should be n terms of continuing education units to be acquired over a given period of time or particular forms of reward or recognition. It will be within the province of uch organizations to establish their own requirements concerning the mix of formats, ponsors and subjects, as well as the overall accumulation of units within a given ime frame for purposes of conferring recognition upon the individual for participation in continuing education. These organizational standards, in effect, serve he purposes of curriculum development as well as user acceptance of the sponsor, is educational offering, and the award of c. e. units for him for the particular urposes intended. To paraphrase an existing statement, "the utility of a continuing education program is in the eyes of the beholder." There is nothing given until it is accepted.

Most questions among sponsors of continuing education programs about the precise uration, level and evaluation of the unit tend to wash out in the application since ach user group will apply its own standards concerning the significance to be attached to the particular unit. This situation is not particularly different from

the curriculum and course level limitations that are applied to university credit whenever it comes to specific degree requirements.

Being open ended, the incentives make continuing education a life-long quest rather than a short-term goal. Each user group, whether technical, professional, licensing board, employer, social or fraternal, etc., will establish and regulate its own requirements for the maintenance of proficiency in the particular clientele field over which it has purview or jurisdiction.

The suggestion that the recognition aspect of continuing education be external to sponsoring organizations, reposing instead with the users or consumers of continuing personal and professional education, should help ward off the specter of "diploma mills" coming into existence to serve only the semblance of continuing education rather than a lifetime commitment to it. The proposed system also permits, indeed encourages, the typical individual to marshall and utilize a host of continuing education resources both in and out of academia to serve his particular needs since the standard by which he makes his selections is according to his own needs and desires rather than according to sponsor or institutional concepts of consumer needs.

E. Adequate Description of Continuing Education Experiences

All continuing education activies should be described by their sponsors in terms of audience, purpose, format, content, duration, teaching staff, prerequisites, other qualifying requirements, level of instruction, performance measures to be employed, etc., so that intelligent judgments can be made by others as to what the educational experience amounted to in terms of new learning acquired by the participants. This essential information should be maintained in abstract form in the permanent records of the sponsor of every continuing education experience in which c. e. units apply, thereby making it possible to evaluate the courses from distant locations and at later times for their particular educational significance.

These descriptions of continuing education opportunities, by their very specification above, tend to become highly standardized in their format. It therefore becomes possible to include time, place and fee details and to have, at once, a clearing house of continuing education opportunities as a significant by-product of this proposal. This information should prove to be useful to individuals and their employers in making appropriate course selections. The potential clearing house, whether national, regional, or by interest groups, also has the merit of serving the developers of continuing education programs by giving them a guidebook of course descriptions and teaching expertise for reference use when planning their own offerings.

F. Maintenance of Continuing Education Records

Each sponsor of a recognized continuing education program should be held responsible for establishing and maintaining a permanent record of all continuing education units that he awards. This requirement, alone, will serve to limit the number of sponsors of continuing education to those who are seriously intentioned to and capable of staying in the field. Individual records are to be maintained accessible throughout time in terms of the name, social security number, and the identification of the learning experience (refer to section E above) in which participated, c. e. units conferred, and the performance evaluation ascribed to the participation. This record becomes readily transferable to any inquirer, as spelled out under section , above, who wishes to recognize or otherwise reward the individual for persistence and excellence in the pursuit of continuing education.

G. Qualitative Assessment of Individual Performance

Records of persons taking part in continuing education may be maintained optionally by sponsors according to any of three traditional systems that lend themselves

easily and naturally to the qualitative assessment of individual performance in an organized learning situation.

1. Auditor or Observer. Satisfactory individual performance at this level of observation is designated with the letter "X." This performance measure is applied almost universally on the basis of attendance alone and signifies virtually passive or nominal participation in the learning experience. For example, this may be the extent of involvement in a lecture, a demonstration or a field trip. This option may be expected to be applied routinely to a substantial fraction (approximately 20 per cent to 40 per cent) of all continuing education learning experiences.

2. Satisfactory or Unsatisfactory. Satisfactory individual performance at this level of observation is designated with the letter "S." This performance measure may be applied quite generally in the majority of continuing education programs on the bases of a) good attendance at sessions, b) participation in discussion, c) performance of routine assignments within the learning experience, and d) the filing of a signed course appraisal form at the close of the meeting. The purpose of the signed appraisal form is to establish a verifiable record of attendance and the ability of the individual to write a constructive statement concerning the transfer of learning experienced through participation in the program. Negation of these simple requirements would merit the record of "U" for unsatisfactory, or optionally according to sponsor preference, "N," for no closing report filed. Either of these notations would acknowledge attendance, at least in part, but would imply that continuing education units were not applicable for the particular learning experience because the work was adjudged by the sponsor to be less than complete. This option, too, would apply to a large fraction of all continuing education programs (30 per cent to 70 per cent) so that nearly all performance evaluation envisaged under this proposal would be encompassed in terms of the first two options.

3. Conventional Evaluation Systems. There are some few examples of continuing education programs (estimated here to be less than 20 per cent of the total), including a large part of independent study, in which it is either customary or desirable to evaluate individual performance on the basis of the conventional systems of alphabetical or numerical grades or in terms of the newly evolving "pass-fail system." It therefore becomes possible to enter the resulting evaluation on the individual record in the same terms that it was derived in the first place. This occasional use of conventional academic standards bears no relation to the fact that most continuing education is evaluated according to Options 1 and 2, above. These occasionally more detailed performance records merely imply that typical residence instruction standards were maintained in terms of attendance, recitation, outside reading and problem assignments, and evaluation of individual performance by examination.

It should be noted that while the three grading options are parallel they are also roughly indicative of the intensity of individual participation as well as the extent to which the course instructor or instructors are able to measure individual performance. Table I attempts to illustrate these several proximate relationships.

The use of any of the three suggested systems for performance evaluation will result in a unique letter or number that is indicative of the circumstances under which the continuing education units were earned as well as indicating the relative performance of the individual within that option insofar as such distinctions are made. There is no intent here to simulate academic grading systems. The very fact that the larger part of satisfactory grades are "X" and "S" should serve to relieve this concern. The occasional use of conventional letter or numerical grades merely serves to testify that comparable standards of performance evaluation applied. Indeed, the transfer of formal credit into the system of c. e. units may happen from time to time as individuals week to earn appropriate informal recognition for work taken toward partial completion of a formal educational goal.

H. Who Benefits:

The system described herein would appear to have a broad range of benefits for

TABLE I. Parallel and Alternate Systems for the Evaluation of Individual Performance in Continuing Education Programs

A. Measure of Individual Performance

(High Performance) ---- (Low Performance)

Option 1) Auditor or Observer System with Little Active Participation

. . . X = Acceptable Grade Based on Attendance Only . . .

Option 2) Typical Informal Education Format with Limited Participation

. . . S = Satisfactory Performance . . . / U = Unsatisfactory alternatively/ N = No Report

Option 3) Conventional System of Performance Evaluation

Letter Grades	A	B	C	D	F
	. . . . . I = Incomplete				
Pass-Fail	. . . . . P = Pass. . . . . / . . . F = Fail. . .				
Numerical Grades	100-93	92-85	84-77	76-70	Below 70

B. Quantitative Measure of Involvement of Instructor in Appraisal of Individual Performance

(High Involvement) ---- (Low Involvement)

Option 3) Option 2) Option 1)

C. Qualitative Measure of Intensity of Individual Participation or Involvement in Learning Experience

(High Intensity) ---- (Low Intensity)

Option 3) Option 2) Option 1)

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all parties concerned. The following brief outline of such benefits is offered as testimony of the value to be derived from the initiation of a measurement system for continuing education on a broad front of usage:

Individual Benefits. Individuals gain both personal satisfaction and very probably awards of both economic and prestige nature for their conscious pursuit of continuing education. Avenues are opened for acquiring pertinent new knowledge with appropriate recognition for individuals who, for one reason or another, have broken pace with the lock-step progression of formal education. Self doubts about the stage of one's obsolescence are relieved. An alternative is found for technological obsolescence caused by large-scale advances or revolutions in commercial and industrial practices. Elders remain more competitive with their younger counterparts whether in terms of new theoretical knowledge or the advancing state of the art. Those who pursue continuing education diligently and constructively throughout their working careers will have a record as testimony of their dedication to self renewal.

Instructor Benefits. The teachers of continuing education have the satisfaction of knowing that both the qualitative and quantitative aspects of their efforts will endure. They know that the knowledge imparted to the people they have served is similarly preserved. Otherwise, instruction in continuing education programs as now conducted is like so much writing in sand. All documentary evidence of the effort is soon lost, doing a great disservice to the teacher and participant alike. Faculty recognition stems primarily from scholarship as evidenced by published research. Teaching of graduate and undergraduate students rates a poor second to published research, and the teaching of continuing education is an even more remote third. The system described herein will help close the latter gap. From there on, the greater relevance, the immediate potential for the transfer of the knowledge directly into the economy, the opportunity for publication of timely new knowledge and state-of-the-art information, and the potential for establishing consulting contacts based on the ready matching of individual instructor qualifications with current needs in business and industry all should contribute to making the teaching of continuing education a more attractive endeavor for the academician. In a similar vein, the greater institutional recognition and sense of permanence accorded continuing education should make such teaching assignments more attractive to the persons in industry, government and private practice who now give so generously of their time and talent to the conduct of continuing education programs on an ad hoc basis, often without compensation and always without appropriate recognition.

Administrator Benefits. The greater care with which continuing education programs are described (refer to section E, above) should serve to develop a ready catalog of course outlines and descriptions as a starting point for the preparation of course offerings. Documented information about the numbers and classes of persons enrolled in similar course elsewhere should serve as guidelines when contemplating a particular offering. Full realization of these potentials more or less requires a clearinghouse for continuing education programs, whether organized nationally, regionally, along sponsorship lines, or by disciplines. Yet such a service is a natural consequence of the national program described herein. The very standardization of terminology and the defintion of continuing education units for each organized learning experience will almost automatically engender the appearance of clearinghouse information in one format or another to serve common interests and needs. The determination of teaching loads will be made easier by this proposal. Fair compensation will be a logical consequence of this knowledge. The relative effectiveness of various teaching formats will be better known.

Institutional Benefits. The educational institution benefits by having a large part of its informal activities brought under the umbrella of "instruction." Cost-benefit analyses, teaching loads, use of facilities, etc., all require that the institution be better able to describe all of its functions in concrete terms if it

is to earn the public and donor support that it seeks. The clearinghouse services referred to immediately above should help the institution meet its continuing education responsibilities in the region or community it serves by comparing its program against the known reservoir of continuing education activities taking place in other similar locales or markets. Institutions maintain close contact with their alumni throughout the years. The base of institutional allegiance is broadened to include graduates of other institutions and substantial fractions of the citizenry who either never attended or never completed a program of higher education. The "relevance" of the institution as a practical and functioning economic determinant in the area which itserves, and by which it is served in turn, is a healthier image than the "ivory tower complex" by which institutions of higher education come to be known in maturing societies.

Employer Benefits. Employers by and large pay the cost of the incidental education of their employees carried out "for credit" although the new knowledge so obtained may not have the economic consequence of that which is obtained through continuing education programs. The proposed system encourages the greater use of continuing education programs to advance the proficiency of individuals in their assigned work. Since the utility of continuing education is to be user oriented, employers may expect to exercise some influence over what is offered in their locale and even a greater influence on which offerings qualify for fee remission as well as for company recognition in terms of their relative c. e. units. The rightful concern of the employer about the continued development of his personnel will be greatly eased by this proposal. The opportunities that now exist will be better indexed and described in terms of the "who, what, why, when, where, and how." The establishment and maintenance of individual records concerning c. e. units will be a great incentive to employers to channel more of their support for continuing education programs through such procedures. Subsequent decisions affecting employees in terms of advancement, reassignment, retention, etc., will be made with greater assurance and justification after taking into account comparative progress and records of individuals in the continuing education programs that have been commonly available to all.

Organizational Benefits. Most membership organizations, whether labor, technical, professional or fraternal, hold as one of their credos the advancement of the education of the membership. This proposal provides not only a large share of the incentives but the operating mechanisms on the broadest possible base of participation by means of which this educational objective may be achieved. Not only are continuing education opportunities made available in a well-defined and packaged way, along with the promise of maintenance and transferability of the record, but the design of the complete educational program for purposes of individual updating and subsequent recognition is left largely in the hands of the organization. This is not to suggest that easy standards will prevail. To the contrary, each organization will be encouraged to establish criteria of scope, level and intensity of continuing education experience sufficiently high to lend increased stature and dignity to the cause it espouses. Professional organizations engaged in broad public service may be expected to deal in larger amounts, broader issues and more advanced levels of continuing education than their technical or labor organization counterparts. Professional specialties (as in medicine, science or engineering) no doubt will require greater concentration of new learning and demonstration of proficiency in chosen fields before additional recognition is conferred for the pursuit of continuing education. The fact that a membership organization is a part of a continuing education program for purposes of the design of the curriculum and the acceptance of the particular offerings for recognition will serve both as a boon to membership and as a source of inspiration to the individual to improve himself and to advance himself within the guidelines set forth by the organization in which he holds membership.

Registration and Licensing Boards. There are a great many statutory boards and commissions as well as some quasi-official organizations that register or license individuals upon presentation of required documentation and/or demonstration of certain proficiencies by examination. The system of continuing education units will make it possible for each clientele group preparing itself for official recognition in the form of a license or a registration certificate to become qualified according to established norms. Certainly the existence of a continuing education record in the appropriate fields of study goes a long way toward establishing the preliminary qualifications of an individual before he is submitted to an oral or a written examination. The conferring of licenses by state regulation or municipal ordnance in semi-professional occupations will gain in public acceptance and recognition by virtue of the educational qualifications attached thereto. Needless to say, society benefits where such education is pertinent to the improvement of individual skills and breadth of understanding in the controlled field of practice.

Government Agency Benefits. The "numbers" game is never so important as it is among the documentary roles common to the functions of government. Factual information about the currency of the practitioners of a particular profession, the general characteristics of the manpower reservoir in various specializations, the aggregate of informal educational enterprise, and the costs and benefits of all such programs are ready examples of the legitimate aims of state and national governments with respect to continuing education. Such vital information is largely missing today due to the lack of standard terminology, quantifying techniques and reporting procedures in the large and growing body of continuing education. The procedures outlined herein aggregate all significant informal learning experience into equivalent c. e. units. The course abstracts represent a wealth of information concerning formats, contents, audiences, etc., that has not been available heretofore. Student records in the specific and on the whole provide rich statistical resources for for judgments concerning the microcosm and the macrocosm of continuing education. Governmental emergencies can be met earlier and more effectively by calling upon the continuing education community to fulfill critical training needs. The general state of health of our society may well be predicated by the extent to which responsible people at large are assimilating the new scientific and technological facts of life through the conscious and persistent pursuit of continuing education.

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